

Utah CCGP – Guidance Activities Results Report (Large Group) 2006-2007

School: Morgan High School

Target Group: entire student population

Target Group selection is based upon: School improvement goals and data achieved by the attendance office.

ABSTRACT

The goal of this activity is to educate the entire student population of the attendance policy. The policy is somewhat complicated and there are many attendance problems throughout the semester, but the bulk of the problems occur at the end of each of the trimester. The counseling department decided it would be beneficial to conduct a presentation about the policy and educate the entire school via classroom presentations.

PROJECT DESCRIPTION

Introduction

(the Why)

- As part of our guidance program we thought it would be important for the education about the attendance policy and eligibility to be part of our guidance curriculum. Also, considering we work so closely with the attendance personnel and the administration, we also thought that this presentation would be also a way of supporting the system.

Participants

(the Who)

- Our entire student population of 652 students were involved, although the presentations were conducted by 1st hour class periods.
- Our goal was to target all students; those who were absent were later called down to the counseling center and given the presentation then.

Method

(the

What, When and Where and How)

- As a counseling department in conjunction with the attendance personnel we drafted a presentation that would cover the important elements of the attendance policy along with eligibility requirements.

Curriculum and Materials

For this presentation we used a large graphic chart that helped to explain the attendance policy. Each student each got a smaller copy of this chart to keep,

along with a contract to sign. Finally, each teacher was left with a larger-sized chart to post in their individual classrooms.

- Project Start and End Dates

The presentations took place September 18 – 21st.

Class or Subject in Which the Lesson will be Presented

The counselors presented to first hour classes in lieu of channel One.

- Evaluation Methods

At the end of each presentation, the counselors gave the students an oral quiz to check for understanding of the policy. Each student then was to sign a contract and detach it from their chart copy to turn back in to the presenting counselor.

These are kept on file.

How will the results be measured? (E.g. pre/post tests, number of students retained, scores on tests, number of incidents reported, etc.)

The contracts are kept on file and whenever a conflict arrives, the contract is pulled out when conferencing with the student. When administration does attendance checks, they have said it has helped to ensure student responsibility.

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RESULTS

What are the results of the project (i.e. skills/competency data, changes in behavior, grades, attendance - including achievement data).

While the number of tardies and unexcused absences didn't decrease as much as we have hoped. Administration and attendance personnel stated that the number of conflicts and misunderstandings decreased by almost half. They felt that having the signed contracts on hand were a substantial way to establish accountability on the part of the student.

DISCUSSION

As stated above the number of attendance violations didn't decrease by as much as we had hoped. However, when having attendance conversations in my office it was useful to refer back to the presentation and contract, especially because we made sure that each student went through the presentation. Because Morgan High School does have a complicated attendance policy, I feel it would be worthy to deliver the presentation again next year. While the policy is stated in the handbook, many of the students and parents do not read it.

Created by Julie Balhorn, Intern Counselor, Granite Park Middle School, Granite School District, 2007.
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Closing the Gap Results Report (Small Group) 2006-2007

Tom, I don't seem to get anything to work on the internet so I'm just going to do this report and email it to you. It has been a hectic June and I'm sorry that I'm so late. Let me know if there is anything else that I can help you with on this report.

Counselor - Jim Wiscombe

Target Group - UBSCT students that haven't passed.

Curriculum and Materials - Teachers used UBSCT information and previous tests to help students.

Start Date - Sept 1 for the Oct. Test and Nov. 10 for student that didn't pass Oct. Test.

End Date - Feb. Test for UBSCT

We had the following #s for student that didn't pass the UBSCT in 2005 - 2006.

Math

Seniors - 5
Juniors - 19

Writing

Seniors - 6
Juniors - 26

Reading

Seniors - 3
Juniors - 15

All seniors were assigned to a teacher to work one on one for at least 3 one hour sessions to help students prepare to pass the UBSCT test. All Juniors that scored below 150 were also assigned a teacher to help them prepare. Juniors that scored 150 - 159 met with a counselor and we approached the teacher in the subject area to let them know that they might need special help. We arranged the time for the one on one sessions which were held during the teachers prep hour or before or after school. This same process was taken for both the Oct. and Feb. UBSCT dates.

Results: Here are the #s of the students that haven't passed the UBSCT.

Math

Seniors - 1
Juniors - 8

Writing

Seniors - 2

Juniors - 9

Reading

Seniors -1

Juniors - 3

We feel good about our success with our UBSCT remediation. One of our seniors that is on an IEP didn't pass any of the tests. His parents didn't think that he was capable of passing. Our other senior didn't pass the Writing test and we do feel bad, we worked hard with her and she tried and her last score was 159, one point short of passing. She was also on an IEP. We think that we have the Junior numbers down to the point that we can give special help to 9 Writing, 8 Math, and 3 Reading to help them pass the test their senior year. We will try and get them special one on one help to get them to pass the test their senior year.